



COURSE OUTLINE: ED 291 - FIELD PRACTICE ED IV

Prepared: ECE Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 291: FIELD PRACTICE EDUCATION IV
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	21W
Course Description:	This final segment of field practicum encourages the student to develop further strategies for enhancing the young child's developmental abilities based on presenting individual and group experiences. Additional responsibilities provide the student with the opportunity to refine and demonstrate the competencies required of a skilled teacher of young children. Due to COVID-19 restrictions this time, this course will provide students the opportunity to experience agency interactions where possible while also engaging students in alternative to field placement course work. In field practice, the philosophy/goals and outcomes are reflected in the 'Progress Review Form' for Semester IV. These are consistent with Provincial standard outcomes expected of an entry-level Early Childhood Educator who graduates from an Ontario Community College.
Total Credits:	12
Hours/Week:	14
Total Hours:	200
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	1030 - EARLY CHILDHOOD ED
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity.
	VLO 2 Co-create, facilitate and reflect upon inquiry and play-based early years and child care programs and pedagogical approaches to support children's learning, holistic development and well-being following children's capabilities, interests, ideas and experiences.
	VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings.
	VLO 4 Collaborate with children, families, colleagues, agencies and community partners to create, maintain, evaluate and promote safe and healthy early learning environments to support independence, reasonable risk-taking and healthy development and well-being.
	VLO 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources.

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	VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector. VLO 7 Act in accordance with relevant legislation, regulations, College of Early Childhood Educators Code of Ethics and Standards of Practice, agency policies and procedures and principles of evidence-informed practice and reflect upon their impact on one's own role in early years and child care settings. VLO 8 Identify, report and document when a child is in a situation of perceived risk for, or actual neglect or abuse, in accordance with legislation, the College of Early Childhood Educators Code of Ethics and Standards of Practice, policies and procedures. VLO 9 Create and engage in partnerships with families, communities, colleagues, interdisciplinary professionals, authorities and child service agencies to advocate for quality early years and child care programs and services. VLO 10 Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for one's own actions, decisions, and consequences.
Course Evaluation:	Satisfactory/Unsatisfactory & A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
Other Course Evaluation & Assessment Requirements:	In order to be eligible to register for this course a student must achieve • an S grade in ED 286 • a 'C' grade in both of the co-requisite courses - ED 223 and ED 287 • a minimum of an overall 2.0 Term Grade Point Average in Semester 3 In order to be successful in this course a student must achieve • a 'C' grade in both of the co-requisite courses - ED 247 and ED 290
Books and Required	Field Practice Binder with Sault College logo (1.5)

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Resources:

Excerpts from ELECT by Ontario Ministry of Education. (2014)
<http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

How Does Learning Happen? by Ontario Ministry of Education. (2014)
<http://www.ontario.ca/laws/regulation/r15137#top>

Code of Ethics and Standards of Practice. by College of Early Childhood Educators
https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf

Lost and Found: Helping Behaviorally Challenging Students by Ross W. Greene.
 Publisher: Jossey-Bass
 ISBN: 9781118898574

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Prepare and use professional written, verbal and nonverbal communication when working with college faculty and field practice mentors	1.1. evaluate and act upon constructive feedback 1.2. communicate respectfully, positively and openly without judgment or personal bias 1.3. communicate information comprehensively, concisely, accurately, objectively and in a timely manner 1.4. communicate professionally in written documents including vocabulary, grammar, spelling and format to meet a college standard of writing 1.5. establish and maintain effective communication as a member of the early learning team
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Evaluate and promote safe and healthy early learning environments in accordance with current legislation, Public Health guidelines, Sault College policies and agency/school board policies in response to COVID-19 outbreak	2.1. Research, examine, and discuss the contents of the current documents published by the Ontario Ministry of Education related to COVID-19 and early learning programs. 2.2. Research, examine, and discuss the current Public Health Unit information and guidelines regarding best practices within early learning programs in response to COVID-19. 2.3. Satisfactorily complete the requirements associated with the Sault College College Reopening Procedures course 2.4. Satisfactorily complete the requirements associated with the Algoma Public Health Unit COVID-19 Guidelines training session.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Co-create and reflect upon play based experiences that embody pedagogical approaches and support the foundations of learning, as well as, recognize families by engaging them in their children's learning.	3.1. Demonstrate professional communication and positive interpersonal skills in all interactions with colleagues. 3.2. Demonstrate knowledge and skill in conducting observations and reflections that identify the learning of individual and groups of children in relation to learning expectations and holistic development using a systematic approach 3.3. Engage in collaborative reflection with colleagues to

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		encourage reflection and co-learning or discovery of meaning underlying children's expectation. 3.4. Collaborate with others to co-create play-based experiences that meet the observed needs and interests of child(ren) and support the foundations of learning, as well as, foster inclusion and celebrate diversity. 3.5. Provide a rationale for pedagogical decision making. 3.6. In collaboration with others, propose meaningful plans that would engage families as co-learners by extending the children's learning in their home
	Course Outcome 4	Learning Objectives for Course Outcome 4
	4. Co-develop strategies that support children's positive interactions with peers, educators and families.	4.1. identify the needs of children that have difficulties meeting social, emotional or behavioural expectations 4.2. investigate the skills that children may be lacking that result in them not meeting the expectations of early learning and elementary school environments 4.3. analyze the steps involved in encouraging educators and families to solve problems proactively and collaboratively using Ross Greene's Collaborative and Proactive Solutions (CPS) problem-solving model 4.5. evaluate the implementation of Ross Greene's Assessment of Lagging Skills and Unsolved Problems (ALSUP) 4.6. collaborate with others through group discussions that critique the strategies for implementing the CPS problem-solving model 4.7. engage in critical self-reflection and collaborative inquiry with colleagues to question theory and practice, discuss ideas and to share learning
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Describe how the nature based pedagogical approach to early learning supports the foundations of learning through an environmental lens, as well as, recognizes the deep connection and relationship of Indigenous peoples to the Land.	5.1. Research and discuss the current theories associated with nature based approach to early learning environments. 5.2. Discuss the relationship Indigenous peoples have to the Land and how this relationship is reflected within the land-based pedagogical approach. 5.3. Explain the benefits to the child and family who participate in a nature based early learning program. 5.4. Identify reliable resources that support further study of nature based early learning programs

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Satisfactory completion of all required assignments and expectations.	100%

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Date: December 23, 2020

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

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